

DOCUMENT RESUME

ED 243 005

CG 017 372

AUTHOR Book, Robert M.
TITLE Management of the Child with an Attention Disorder in the School Setting.
PUB DATE [Aug 83]
NOTE 11p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
PUB TYPE Guides - Non-Classroom Use (055) -- Speeches/Conference Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Attention Deficit Disorders; Behavioral Objectives; *Behavior Modification; Case Studies; Children; *Classroom Observation Techniques; Classroom Techniques; Data Collection; Elementary Education; *Emotional Disturbances; *Hyperactivity; Psychological Testing; School Psychologists

ABSTRACT

This guide describes a management system for dealing with hyperactive, disruptive children within the classroom setting. The first step in the process involves a 45-minute classroom observation of the referred child by the psychologist. The psychologist collects frequency and duration baseline data on four classes of behavior: off task, talking out, out of seat, and other behaviors as determined by teacher input. The second step in the process involves psychological testing, which is undertaken to individualize the intervention program. The third step is psychosituational classroom intervention, involving several academic and counseling approaches. Based on the outcomes of the field test intervention, placement decisions are made from four action choices: no further intervention, in class support only, self-contained placement, or regular class placement with medication. After placement, maintenance observations are carried out once per month. Three case studies are included to illustrate application of the management system. (BL)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED243005

Management of the Child With an Attention
Disorder in the School Setting

Robert M. Book
University of Utah

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Robert M. Book

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Note: All correspondence should be directed to the author, Robert M. Book, Ph.D., 3944 Parkview Drive, Salt Lake City, Utah 84117.

CG 017372

The present program has been found to be an effective procedure in dealing with the "hyperactive" child in the classroom. It appears to provide a means for dealing with the coordination of professionals involved, both educational and medical, allows for the use of effective interventions and provides a long term means of tracking behavioral change.

The present system advocates the integration of successful treatment approaches and adds two new "tools" to the management system. The first is an objective, direct observation approach which yields a descriptive profile of disruptive behaviors, as well as a consistent method of tracking the progress of various interventions. The second is a set of specific intervention strategies which enable the student to meet specific demands of the individual teacher.

The most popular interventions for the attention disorder child are medication, contingency management systems and isolation. Medication intervention has been popularly attacked but remains effective in many cases (Sroufe & Stewart, 1973). The effectiveness of behavior modification using contingency management is at best questionable (Ryan, 1979). Isolation appears to work at times but often must be in a monitored situation where a teacher or aid is available at all times to keep the student on task. Both contingency programs and isolation approaches yield mixed results and usually meet with a great deal of resistance from classroom

Management

teachers(Abidin,1975). Psychosituational classroom intervention, an approach based on the consideration of the environmental role in determining behavior, offers a more practical alternative(Bardon, Bennett, Bruchez & Sanderson, 1976). Aimed at providing compensatory efficiency, this model calls for the intervention agent to function in the classroom to facilitate a productive and disruption free behavior pattern.

The Program

Once a child is reffered the school psychologist must first observe the student in the classroom. Data is taken for a period of 45 minutes on four classes of behaviors: Off Task: The child is off the assigned task longer than 10 seconds. The observer should start timing the student as soon as they are noticibly off task and stop it when the child begins to work or is again attentive. The duration is noted and this is counted as "one incident".

Talks out: This is any verbalization occuring during a five second interval. The observer can track five second intervals using a watch or audible beeper. If the child verbalizes during the interval "one incident" is counted. Because this is a measure of impulsiveness even teacher prompted verbalizations are counted.

Out of Seat: Any time the child leaves their seat during the observation time. The observer starts timing the child as soon as they leave a seated position and stops it when they

Management

return. This is counted as "one incident".

Other behaviors: These are determined by teacher comments or become noticeable during the observation. The observer must then determine how the data will be "counted" and what tracking procedure to use.

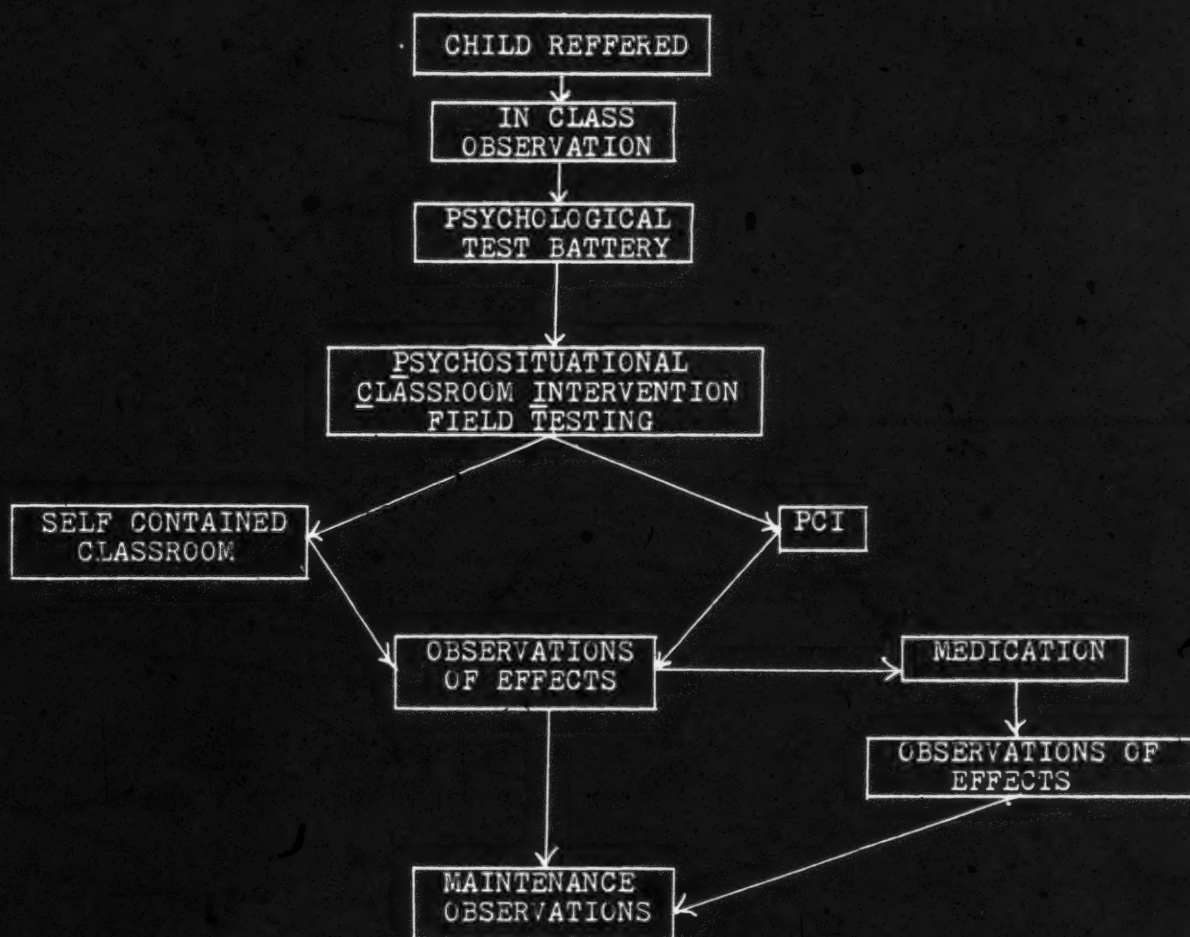
This data then acts as a baseline for future reference. The frequency counts produced can be interpreted to some extent from data produced in a recent study(Book, 1983). Critical cut off points for highly disruptive students were set in terms of frequency of occurrence in 45 minutes when at least three different demand situations were observed. Off task(11), Talks out(139), Out of seat(10) and Others(9). These children were always considered hyperactive. Cut off points for children who were considered disruptive but usually not hyperactive were; Off task(6), Talks out(74), Out of seat(6) and Others(4).

Once this data is gathered the next step is to develop a psychological test battery to determine intellectual potential, academic mastery levels, perceptual efficiency, language efficiency and emotional stability. This information allows for the individualization of the intervention program.

The next recommended step is psychosituational classroom intervention. This takes the form of trying out several different academic(Book, 1980) and counseling interventions in the classroom. The goal is to have the child complete all the assigned work in the time limits set by the teacher. These intervention are all field tested and a final decision is made as to the next step. There are several possible actions. They include (1) No further intervention, (2) In class supports

only, (3) Self contained placement, (4) Regular class placement with medication. Some parents will choose to initiate medication control even before other alternatives are explored. Anytime medication is utilized the proceeding observation sequence is utilized to track its effect and progress. Once a decision is made maintenance observations are carried out at least once a month to determine if the behaviors of concern are being adequately controled.

Management Flow Chart



The application of this management system is illustrated in the following case reviews:

T was a seven year old female, from a broken home. She lived with her mother and sister and was supported by welfare. Referral was made because of ineffective task completion and disruptive behavior. Observation indicated a disruptive pattern characterized by frequent off task, talking out and out of seat behavior. Her testing profile indicated an IQ of 116 and no indication of skill deficits or learning disabilities.

Behavioral interventions attempted without success included response cost and token reinforcement programs. In fact, as indicated in the observational summary below the frequency of disruptive behaviors increased. Psychosituational interventions included, seating isolation, tracking of all work, having only one assignment given at a time, having her verbally explain what she was to do and demonstrate the initial items. When she went off task the teacher would restructure from the point of having her explain what she was to do.

The following summarizes the effects of the interventions:

	Off Task	Talks Out	Out of Seat
Baseline(45 Min)	13	91	7
Behavioral Interventions	21	147	6
PSI	9	36	5
PSI	4	5	2

W was a seven year old male who suffers from genetic dwarfism. He was placed in a self contained class for learning disabled children. The class had a teacher pupil ratio of one to four. Referral was made because of short attention span and ineffective work habits characterized by disruptive behaviors. Observation indicated a high rate of off task, talking out and out of seat behavior. His profile indicated an IQ of 81 and perceptual inefficiency in both auditory and visual-motor processing. In class behavioral interventions included contingency and token reinforcement programs. Teaching was usually done in small groups of four or less.

The following summarizes the behavioral observations of medication intervention:

	Off Task	Talks Out	Out of Seat	Agressive
Baseline(45 min)	10	68	9	0
25 mg Dexodrine	0	10	2	0
10 mg Ritalin	15	91	10	3
25 mg Ritalin	0	13	2	0

T was a six year old female. There was no exceptional developmental or social history. Referral was made because of her short attention span, erratic work completion and disruptive in class behaviors. Observation indicated high rates of off task, talking out and out of seat behaviors. Her testing profile indicated an IQ of 100, academic skill deficits and inefficient perceptual processing in the visual motor areas. No behavioral interventions were attempted. T was assigned to a resource program for remedial instruction. Psychosituational interventions included isolated seating, compensatory writing and reading strategies and in class monitoring of work whereby she was only given one assignment to do.

The following summarizes the behavior changes associated with the interventions:

	Off Task	Talks Out	Out of Seat
Baseline(45 Min)	9	114	9
PSI and Remedial Program	3	93	3
15 mg Ritalin	7	74	6
20 mg time release capsule of Ritalin, 2nd day	7	249	8
20 mg capsule after 14 days	3	21	3
20 mg capsule after 56 days	1	2	2

Discussion

The marked decrease in the occurrence of disruptive behaviors for these three children following the present management system is apparent from the data presented. The fact that a sequential treatment approach was used and positive results obtained at various points in the sequence is encouraging. It seems apparent that by following this management approach the servicing professionals can coordinate their efforts and provide the most effective interventions. There is no intention to imply that other interventions may not be added to the treatment sequence, for that is the intention of having a management sequence. The tracking system, i.e. observational base, quickly and effectively indicates progress in the indicated areas so new interventions can be evaluated efficiently.

Although the behavioral results have been encouraging, and parents appear comfortable and supportive of the data and recommendations, it will be of interest, as data is gathered, as to the impact on the academic progress of these children.

REFERENCES

- Abidin, R. R., Negative effects of behavioral consultation.
Journal of School Psychology, 1975, 13, 51-57.
- Bardon, J.I., Bennett, C. C., Bruchez, P. K. & Sanderson, R.
A., Psychosituational classroom intervention: Rationale
and Description. Journal of School Psychology, 1976, 14,
97-104.
- Ryan, B. A., A case against behavior modification in the
"ordinary" classroom, Journal of School Psychology, 1979,
17, 131-136.
- Sroufe, J. A. & Stewart, M. A., Treating problem children
with stimulant drugs, New England Journal of Medicine,
1973, 289, 407-411.

Notes

- Book, R. M., Adaptive Strategies: A Psychosituational Classroom
Intervention Approach, 1980, Limited Publication, Jordan
School District, Salt Lake County, Utah.
- Book, R. M., Comparisons of Observed Behaviors for Disruptive
and Non-Disruptive Students, Grades Kindergarten through
Five, Presentation at the 1983 meeting of the National
Association of School Psychologists, Detroit, Michigan, 1983.